Grade 3 Proficiency Scale for Reading

Performance Standards and Reading Traits	Emerging: Student requires ongoing support. The student demonstrates a **beginning** understanding of the concepts and competencies relevant to the expected learning. *"I don't get it yet, but I'm trying; I am just getting started and learn best with help"*	Developing: Student may require some support. The student demonstrates a **partial** understanding of the concepts and competencies relevant to the expected learning. *"I'm starting to get it;I get some of it; I am beginning to do more on my own"*	Proficient: Student works independently. The student demonstrates a **solid** understanding of the concepts and competencies relevant to the expected learning. *"I get it; I can do it on my own"*	Extending: Student works independently and goes. The student demonstrates a **sophisticated** understanding of the concepts and competencies relevant to the expected learning. *"I go beyond what is expected of me; I deeply get it; I can teach others"*
Snapshot	**Student is attempting to access basic/beginning texts (fiction and non-fiction)**	**Student is reading marginally below grade-level, 'just-right' texts (fiction and non-fiction)**	**Student is reading a variety of grade-level texts(fiction and non-fiction)**	**Student is reading at or beyond grade-level text with sophisticated comprehension. (fiction and non-fiction)**
Skills/Strategies				
Text Features	● I can attempt to identify how text and visuals are displayed	● I can sometimes identify how text and visuals are displayed	● I can identify how text and visuals are displayed	● I can identify how text and visuals work together to create deeper meaning
Phonics/Morphology/ Word Solving	● I can attempt to identify a few high-frequency words ● I can apply my knowledge of graphemes or phonics patterns to decode some words ● I can attempt to decode vowel digraphs ● I can attempt to decode graphemes ● I can attempt to use word families/patterns and morphology to decode words ● I can attempt to recognize some prefixes or suffixes ● I can attempt to decode unfamiliar words using base words and affixes ● I can show an understanding of how to pronounce some graphemes ● I can attempt to apply some phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode words with irregularities ● I can attempt to memorize an irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used	● I can identify some familiar high-frequency words ● I can apply knowledge of graphemes and phonics patterns to decode some multisyllabic words ● I can decode common vowel digraphs ● I can sometimes decode graphemes that represent different sounds in different words ● I can use word families/patterns and morphology to decode some words ● I can recognize some prefixes and suffixes ● I can develop strategies for decoding some unfamiliar words using base words and affixes ● I can understand how some graphemes can change in pronunciation depending on word structure ● I can apply some developing phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode some words with irregularities ● I can memorize some irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used	● I can identify familiar high frequency words ● I can apply knowledge of complex graphemes and phonics patterns to decode multisyllabic words (3+ syllables) ● I can decode less common vowel digraphs ● I can decode graphemes that represent different sounds in different words ● I can use word families/patterns and morphology to decode more complex words ● I can recognize more advanced prefixes and suffixes ● I can develop strategies for decoding unfamiliar words using base words and affixes ● I can understand how graphemes can change in pronunciation depending on word structure ● I can apply developing phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode some words with irregularities ● I can memorize irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used	● I can identify most high frequency words ● I can apply knowledge of complex graphemes and phonics patterns to decode multisyllabic words (4+ syllables) ● I can develop strategies for decoding more comples unfamiliar words using base words and affixes ● I can understand how graphemes can change in pronunciation depending on more complex word structures
Reading Fluency - Phrasing/expression - Accuracy - Pacing	● I can attempt to read text fluently ● I can attempt to read with pacing; word by word, choppy or hesitant ● I can attempt to read an increasing number of words ● I can attempt to reread words that are newly decoded to increase word reading fluency ● I can attempt to read using intonation and emphasis, including punctuation	● I can read texts somewhat fluently to support comprehension ● I can read in short phrases with some pacing. I may have "rough spots" with some pauses, hesitation, sound outs, etc. ● I can fluently read some words, beginning to demonstrate accuracy and automaticity ● I can reread some words that are newly decoded to increase word reading fluency ● I can read using some intonation and emphasis, including punctuation	● I can read a variety of texts (including multisyllabic words) fluently with appropriate pace and natural pauses to support comprehension ● I can read with consistent/steady pacing that is appropriate for text ● I can fluently read an increasing number of words, demonstrating accuracy and automaticity ● I can reread words that are newly decoded to increase word reading fluency ● I can read using appropriate intonation and emphasis, including punctuation	● I can read a variety of texts fluently including those with Tier 3 (content-specific) vocabulary from various subject areas ● I can consistently read with smooth phrasing and attend to punctuation
Self-Monitoring -MSV 3 cueing systems: meaning, structure, visual (sound-symbol association)	● I can attempt to self-monitor *(Does it look right? Sound right? Make sense?)* ● I can attempt to self-correct using the 3 cueing systems ● I can attempt to reread to when necessary	● I can sometimes self-monitor *(Does it look right? Sound right? Make sense?)* ● I can sometimes self-correct using the 3 cueing systems ● I can sometimes reread when necessary	● I can self-monitor consistently *(Does it look right? Sound right? Make sense?)* ● I can self-correct using the 3 cueing system ● I can reread when necessary	● I can consistently and accurately self-monitor *(Does it look right? Sound right? Make sense?)* ● I can consistently and accurately self-correct using 3 cueing systems ● I can reread to deepen meaning
Comprehend & Connect	*Comprehension is the ability to make meaning using reading/viewing strategies (predicting, questioning, connecting, using pictures and patterns) and information from my own experiences, memory and prior knowledge.*			
Using Prior Knowledge	● I can attempt to use sources of information and prior knowledge to build understanding	● I can sometimes use sources of information and prior knowledge to build understanding	● I can use sources of information and prior knowledge to build understanding	● I can use a variety of sources and prior knowledge to build sophisticated understandings
Predicting	● I can attempt to use my prior knowledge to predict meaning ● I can attempt to use story structure to make predictions	● I can sometimes use my prior knowledge to predict meaning ● I can sometimes use story structure to make predictions	● I can use my prior knowledge to make logical predictions. ● I can use story structure to make logical predictions	● I can use my prior knowledge to make sophisticated predictions ● I can use story structure to make sophisticated predictions
Visualizing	● I can attempt to create images in my mind as I read	● I can sometimes create images in my mind as I read	● I can create images in my mind as I read	● I can create vivid, detailed images in my mind as I read.
Connecting	● I can attempt to make connections between ideas (text to text, text to self, or text to world) to build understanding	● I can sometimes make connections between ideas (text to text, text to self, or text to world) to build understanding	● I can make connections between ideas (text to text, text to self, or text to world) to build understanding	● I can make sophisticated and detailed connections between ideas (text to text, text to self, or text to world) to better understand the text

Questioning (text/self/other)	● I can attempt to ask questions to clarify ● I can attempt to ask and answer questions about presented information, characters, setting, or major events/points of information	● I can sometimes ask questions to clarify ● I can sometimes ask and answer questions about presented information, characters, setting, or major events/points of information	● I can consistently ask questions to clarify ● I can ask and answer questions about presented information, characters, setting, and major events/points of information	● I can ask sophisticated questions to clarify and deepen meaning ● I can ask sophisticated and answer questions about presented information, characters, setting, and major events/points of information
Inferring	● I can attempt to draw inferences from text features and elements of the story about feelings, motivations and events	● I can sometimes draw inferences from text features and elements of the story about feelings, motivations and events	● I can draw inferences from text features and elements of the story about feelings, motivations and events	● I can draw sophisticated inferences from text features and elements of the story about feelings, motivations and events
Summarizing (locating details) **Retelling**	● I can attempt to locate main idea ● I can attempt to locate a supporting detail ● I can attempt to retell text	● I can sometimes locate the main idea ● I can sometimes locate a few supporting details ● I can retell text with some events and details in sequence	● I can locate the main idea ● I can locate supporting details ● I can retell text with events and details in sequence	● I can understand the main idea ● I can understand supporting details ● I can give a sophisticated retelling of text with events and details in sequence
Story Elements character, plot, setting, conflict, theme **Literary Devices:** poetic/ descriptive language, alliteration, simile, figurative language, images, imagery, rhythm, rhyme	● I can attempt to identify the character(s) ● I can attempt to identify the setting ● I can attempt to identify the conflict(s) ● I can attempt to identify the theme ● I can attempt to recognize and understand literary devices in text	● I can sometimes identify the character(s) ● I can sometimes identify the setting ● I can sometimes identify the conflict(s) ● I can sometimes identify the theme ● I can recognize and understand some literary devices in text	● I can identify the character(s) ● I can identify the setting ● I can identify the conflict(s) ● I can identify the theme ● I can recognize and understand literary devices in text	● I can differentiate between the characters; main, primary, secondary ● I can consistently identify/describe the setting details in various stories ● I can understand the conflict(s) ● I can understand the theme and purpose ● I can demonstrate a sophisticated understanding of literary devices in text
Interpreting	● I can attempt to use the text to understand human nature, motivation, and experience ● I can attempt to use the text to strengthen a sense of identity (personal/family/community) ● I can attempt to assess a character's decisions and actions or information presented and resulting conclusionI can attempt to understand the big idea or message of the text ● I can attempt to understand the big idea or message of the text	● I can sometimes use the text to understand human nature, motivation, and experience ● I can sometimes use the text to strengthen a sense of identity (personal/family/community) ● I can begin to assess a character's decisions and actions or some information presented and resulting conclusion ● I can sometimes understand the big idea or message of the text	● I can use the text to understand human nature, motivation, and experience ● I can use the text to strengthen a sense of identity (personal/family/community identity) ● I can begin to assess characters' decisions and actions, or information presented and resulting conclusion ● I can understand the big idea or message of the text	● I can use the text to develop a sophisticated understanding of human nature, motivation, and experience ● I can use the text to strengthen a sophisticated sense of identity (personal/family/community) ● I can assess and draw conclusions about characters' feelings, motivations, decisions and actions in fiction writing ● I can demonstrate a sophisticated understanding of the big idea or message of the text
Ideas and Opinions	● I can attempt to share my opinions about texts	● I can share my opinions about texts, sometimes supported by reasons	● I can share my opinions about texts, supported by reasons	● I can express and justify sophisticated opinions about the text
Metacognition goal-setting, questioning, reflecting, self-evaluating	● I can attempt to show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	● I can sometimes show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	● I can show a developing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	● I can show a sophisticated awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating